

**OUTLINES OF SCHEME OF EXAMINATION FOR THE DEGREE OF M.ED SPECIAL EDUCATION
(MENTAL RETARDATION) COURSE UNDER SEMESTER SYSTEM W.E.F. 2013-14 SESSION**

Programme Structure

The M.Ed Special Education (MR) Course shall comprise of two semesters, in which there shall be six papers in the 1st semester and eight papers in the 2nd semester including Dissertation and Practicum. The students will be required to submit research proposal in the 1st semester and dissertation in the 2nd semester.

SCHEME OF EXAMINATIONS

Semester-I

Paper	Nomenclature	External Marks (Theory)	Internal Marks (Assessment)	Max Marks	Time
I	Development in Special Education-I	80	20	100	3.00 Hrs
II	Advanced Educational Psychology & Human Development-I	80	20	100	3.00 Hrs
III	Research Methodology and Statistics-I	80	20	100	3.00 Hrs
IV	Any one of the following:- i) Management in Special Education-I ii) Educational Technology-I iii) Curriculum Development-I	80 (Each)	20 (Each)	100 (Each)	3.00 Hrs
V	Identification, Assessment and Needs of Children with Mental Retardation -I	80	20	100	3.00 Hrs
VI	Curriculum and Teaching Strategies for Children with Mental Retardation -I	80	20	100	3.00 Hrs
	Submission of Research Proposal				
	Aggregate of 1 st Semester	100 x 6=600 Marks			

Contd.....

Semester-II

Paper	Nomenclature	External Marks (Theory)	Internal Marks (Assessment)	Max Marks	Time
I	Development in Special Education-II	80	20	100	3.00 Hrs
II	Advanced Educational Psychology & Human Development-II	80	20	100	3.00 Hrs
III	Research Methodology and Statistics-II	80	20	100	3.00 Hrs
IV	Any one of the following:- i) Management in Special Education-II ii) Educational Technology-II iii) Curriculum Development-II	80 (Each)	20 (Each)	100 (Each)	3.00 Hrs
V	Identification, Assessment and Needs of Children with Mental Retardation -II	80	20	100	3.00 Hrs
VI	Curriculum and Teaching Strategies for Children with Mental Retardation -II	80	20	100	3.00 Hrs
VII	Dissertation & Viva-Voce Examination	100 Marks			
VIII	Practicum & Viva-Voce Examination	100 Marks			
	Aggregate of 2 nd Semester	100x8=800 Marks			
	Grand Total (1 st & 2 nd Semester)	600+800=1400 Marks			

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Evaluation

The following are the Guidelines, Mode of Testing and Evaluation including continuous Internal Assessment of M.Ed. (MR) students:-

- i) Terminal Evaluation = 80 marks
- ii) Internal Assessment = 20 marks

Twenty marks of Internal Assessment for all Theory Papers in Semester-I and II will be distributed as under:-

i)	One Class Test/Sessional Work (In case of Practical in Theory Papers)	10% marks
ii)	One Assignment/Performance and Demonstration (In case of Practical in Theory Papers)	05% marks
iii)	Attendance	05% marks
	Upto 75%	Nil
	Upto 80%	1% marks
	Upto 85%	2% marks
	Upto 90%	3% marks
	Upto 95%	4% marks
	Above 95%	5% marks

The students are required to secure forty percent (40%) marks jointly both in Theory as well as Internal Assessment.

VII)* Dissertation

a)	Evaluation of Dissertation	=	75 marks
b)	Viva-voce of Dissertation	=	25 marks
	Total	=	100 marks

The Dissertation will be evaluated by the External and the Internal Examiner who will be the supervisor of the candidate.

VIII)* Practicum

a)	Evaluation of Sessional Work	=	75 marks
b)	Viva-voce of Sessional Work	=	25 marks
	Total	=	100 marks

The practicum will be evaluated by the External and the Internal Examiner, the supervisor of the candidate.

Note:

* (i) Passing marks are 40% in Dissertation and Practicum.

(ii) The Dissertation and Practicum will be evaluated separately by two different examiners.

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PAPER – VII: DISSERTATION

Max. Marks: 75+25

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Chairman of the Department / Principal of the College. The students will submit three typed copies of dissertation to the Department/College by the end of the session.

PAPER – VIII: PRACTICUM

Max. Marks: 75+25

1. Observation of Pupil-teachers' four lessons on Flanders's Interaction Analysis system.
2. Construction and Standardization of an Achievement test in one of the teaching subjects opted at B.Ed. level.
3. Administration, Scoring and Interpretation of any two of the following:
 - i. Intelligence Test
 - ii. Personality Test
 - iii. Creativity Test
 - iv. Study Habits Test
4. A 'Community Survey' for determining Environmental Awareness/Sensitivity among Students/ Teachers.
5. Project related to Application of ICT.

Syllabus

M.Ed. Special Education (MR)

IST-SEMESTER

PAPER - 1
DEVELOPMENTS IN SPECIAL EDUCATION-I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) explain the concept of special education in different perspectives
- ii) examine critically the concept, nature and characteristics of various disabilities: Visual Impairment, Mental Retardation, Hearing Impairments, Speech & Language impairments and Locomotor & Neurological Disability

COURSE CONTENT

UNIT-I

- 1.1 Historical Development in India and Abroad
- 1.2 Evolutionary Process in Attitude Change towards Persons with Special Needs

UNIT-II

- 2.1 Approaches of Special Education
 - 2.1.1 Philosophical Approach to Special Education
 - 2.1.2 Psychological Approach to Special Education
 - 2.1.3 Sociological Approach of special Education

UNIT-III

- 3.1 Concept, Nature, and Characteristics of Visual Impairment
- 3.2 Concept, Nature, and Characteristics of Mental Retardation
- 3.3 Concept, Nature and Characteristics of Hearing Impairments
- 3.4 Concept, Nature, and Characteristics of Speech & Language Impairments
- 3.5 Concept, Nature and Characteristics of Locomotor & Neurological Disability

UNIT-IV

4.1 Concept, Nature and Characteristics of:

- (i) Learning Disability
- (ii) Behavioural and Emotional Disorders
- (iii) Intellectual Impairment
- (iv) Giftedness and Talent
- (v) Autism

4.2 Concept, Nature and Characteristics of Multiple Disabilities

Assignment

Critical Analysis of Needs, Trends and Issues with respect to Disabilities.

(Mode of Submission: Journal/Seminar/Debate/Presentation)

Reference Books

1. Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
2. Deno, E. (1973). Instructional Alternatives for Exceptional Children. Reston V A E.F.
3. Evans, R.C. & MC Laughlin, P.3. (1993). Recent Advances in Special Education and Rehabilitation. Boston :Andover Medical Publishers
4. Evans, P&Verma, V. (Eds) (1990) Special Education. Past Present and Future. The Falmer Press.
5. Guilford, P. (1971). Special Education Needs. Routledge Kagan Paul
6. Hollahan, D and Kauffman, J.M. (1978). Exceptional Children: An Introduction to Special Education. Ni. Englewood Cliffs: Prentice Hall.
7. Panda, K.C. (1997). Education of Exceptional Children, New Delhi , Vikas Publishing House.
8. Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.
9. Stephens, T.M. Etal (1983). Teaching Mainstream Students. New York: John VViley.
10. WHO (1976). International Classification of Procedures in Medicine. Geneva Vol. 1 & 2.
11. Dessent, T. (1987). Making the Ordinary School Special. The Falmer Press, London.
12. Friel, J. (1997). Children with special needs, Jessica Kingsley Publication, London
13. Brelje, W. (1999). Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
14. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi
15. Robert, F. & Juanne, M.H. (1995). Foundation of Education: The Challenge of Professional Practice. Allyn & Becon.
16. Dobbey, S.N. (2001). Education Scenario in India – 2001. Authors Press.

PAPER - II
ADVANCED EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT-I
Time: 3 Hours **Max. Marks: 100**
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) explain the psychological principles and their application in Specific Context of Education and Special Education
- ii) explain the methods of educational psychology
- iii) describe the cognition and information processing abilities of disabled.

COURSE CONTENT

UNIT-I

- 1.1 Nature and Scope of Educational Psychology
- 1.2 Methods of Educational Psychology and their Application to Persons with Special Needs.
 - 1.2.1 Observation
 - 1.2.2 Experimentation
 - 1.2.3 Clinical Method
 - 1.2.4 Case Study

UNIT-II

- 2.1 Application of Educational Psychology to Persons with Special Needs
- 2.2 Contemporary Trends
- 2.3 Human Development- Introduction and Contemporary Trends
- 2.4 Methods of Studying Development: Longitudinal, Cross-Sectional and Cohort Sequence

UNIT-III

- 3.1. Physical Development
- 3.2 Cognitive and Intellectual Development: Piaget, Vygotsky and Kohlberg
- 3.3 Personality and Social Development
- 3.4 Development Delays and Disorders associated with Disabilities

UNIT-IV

- 4.1 Sensation, Perception and Attention
- 4.2 Memory - Nature and Types of Remembering and Forgetting
- 4.3 Thinking, Problem Solving and Reasoning; Concept Formation and Creativity
- 4.4 Individual Differences in Cognition and Information Processing Abilities of Disabled

Assignment

Students are required to conduct assignments on special children related to any three psychological tests:

Tests / Concepts

- 1. Intelligence
- 2. Creativity
- 3. Conservation (Piaget's)
- 4. Personality
- 5. Motivation

Reference Books

- 1. Bernard, H.W. (1972). Psychology of Learning and Teaching. New York: Mc Graw Hill
- 2. DeCecco, J.P. & Crawford, W (1977). Psychology of Learning and Instruction. New Delhi: Prentice Hall of India
- 3. Hurlick, E.B.(1992). Child Development. New York: Mc Grow Hill
- 4. Joyce, B. et.al (1992). Models of Teaching. New York: Holt Rinehart and Winston
- 5. Lindgren, H.C. (1976) Educational Psychology in the Classroom, New York : John Wiley
- 6. Mildred, C.RF. (1978). Infants, Children: Their Development and Learning. Mc Graw Hill, New York. (Indian Reprint).
- 7. Panda, K.C.(1997). Elements of Child Development. New Delhi: Kalyani Publishers
- 8. Chauhan, S.S. (1996). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
- 9. Sharma, P. (1995) Basics on Development and Growth of a Child, New Delhi: Reliance.
- 10. Wilson, A.R. Rockbeck, M.C. & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. New York: Mc Graw Hill.
- 11. Slavin, E.R. (2003). Educational Psychology: Theory and Practice, 7th Edition. Allyn & Becon.
- 12. Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon.

PAPER-III
RESEARCH METHODOLOGY AND STATISTICS- I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After completing the course, the students will be able to:

- i) explain the concept of Educational Research
- ii) develop competency to plan, execute and report research
- iii) develop inquisitive mind and spirit of inquiry
- iv) define a research problem
- v) formulate hypothesis
- vi) select sample
- vii) develop ability in computation of various statistical measures
- viii) explain various types of correlation and NPC

COURSE CONTENTS

UNIT – I

- 1.1 Scientific Method, Nature and Sources of Knowledge.
- 1.2 Meaning, Nature, Need and Importance of Educational Research.
- 1.3 Fundamental, Applied, Action Research, Descriptive and Experimental & Clinical Studies.
- 1.4 Variables, Internal and External Validity and Ethics of Research.
- 1.5 Methods of Research.

UNIT – II

- 2.1 Selection, Statement of problem, Variables.
- 2.2 Operational Definitions & Limitation, Delimitation.
- 2.3 Review of Related Literature: Importance and Various Sources including Internet.
- 2.4 Hypothesis: Concept, Types, Sources, Characteristics of a Good Hypothesis and Formulation of Hypotheses.
- 2.5 Population & Sample.
- 2.6 Factors determining Sample size.
- 2.7 Techniques: Probability and non-probability.

UNIT – III

- 3.1 Meaning, Functions, Scope and Limitations.
- 3.2 Descriptive and Inferential Statistics.
- 3.3 Types and Characteristics of Measurement Scales: Nominal, Ordinal, Interval and Ratio.
- 3.4 Types of Data, Graphical Representation of Data.
- 3.5 Measures of Central Tendency: Mean, Median and Mode.
- 3.6 Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation.

UNIT – IV

- 4.1 Rank Difference Correlation: Meaning, Assumptions, Computation and Uses.
- 4.2 Product Moment Correlation: Meaning, Assumptions, Computation and Uses.
- 4.3 Partial and Multiple Correlations: Meaning, Assumptions, Computation and Uses.
- 4.4 Normal Probability Curve: Meaning, Characteristics and Applications.

Assignment

Review and presentation of two research articles in the area of disabilities and discuss the research methodology and statistical analysis used.

Reference Books

1. Aryg, D. Luck, C, and others (1972). Introduction to Research in Education. New York: Hoit, Rinehart and Winston
3. Best, John. W. (1977). Research in Education New Delhi. Prentice Hall of India
4. Ferguson, G.F. (1981). Statistical Analysis in Psychology and Education. New York: Mc Graw Hill
5. Guildord, J.P. (1995). Fundamentals of Statistics in Psychology and Education. New York: Mc Graw Hill.
6. Gupta Rainu (2009), Introduction to Statistics (Purpose and Procedures), Doaba Hourse, Delhi
7. Kaul. L. (1996). Methodology in Educational Research. New Delhi: Vikas Publishing House
8. Kerlinger, N.A.(1978). Foundations of Behavioural Research. New York: Holt, Rinehart & Winston.
9. Mouly, G.J. (1963). The Science of Educational Research. New Delhi: Eurasia
10. Popham, W.J. (1973). Educational Statistics use and Interpretation. New York: Harper & Row
11. Langenbach, M., Naughn, C. & Aagaard, L. (1998). An Introduction to Educational Research. Allyn & Becon.
12. Misra, B. (2003). An Introduction to Educational Research. Sumit Enterprises

PAPER – IV Option (i)
MANAGEMENT IN SPECIAL EDUCATION-I

Time : 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) enumerate the management system with reference to the special education
- ii) explain the process of management
- iii) describe the management information system
- iv) explain the process involved in human resource management
- i) comprehend the financial aspect of management of an institution

COURSE CONTENT

UNIT- 1

- 1.1 Definitions and Principles of Management
- 1.2 Theories and Approaches of Management

UNIT-II

- 2.1 Management of Special and inclusive education system
- 2.2 Manager: Role & Competencies
- 2.3 Evaluation of the System

UNIT-III

- 3.1 Planning: Institutional Planning
- 3.2 Controlling - Components of a Control System in an organization.
- 3.3 Communication
 - 3.3.1 Concept and Importance
 - 3.3.2 Vertical and Horizontal Communication
 - 3.3.3 Verbal (written and oral) and Non-verbal
 - 3.3.4 Interpersonal Communication Skills

UNIT-IV

- 4.1 Delegation Process
 - 4.1.1 Concept and Importance
 - 4.1.2 Process of Delegation

4.2 Decision Making

4.2.1 Concept and Importance

4.2.2 Decision making process

4.2.3 Implementation

Assignment

Developing a system in a Special school with reference to systems approach

Reference Books

1. Das, R.C. (1991). Educational Technology. New Delhi: Sterling publishers
2. D.ES(1982). Handicapped Pupil and Special Schools, Regulations London: HMSO
3. Dahama O.P.and Bhatnagar, O.P.(1985). Education and Communication for Development. New Delhi: Oxford & IBH Co.
4. Evans, P. and Varma. V. (1990). Special Education: Past Present and Future.
5. The Falmer Press. London. Ch. 4 & 14 Govt. of India, Persons with Disability Act, 1995
6. Hills, P. (1986). Teaching and Learning as a Communication Process. London : Croom Helm.
7. Hussain, K.M. (19/8). Development of Information System for Education. New Jersey: Prentice Hall.
8. Kierman, C. Reid, B & Golbert, 3. (1987). Foundations of Communication and Language Course Manual. Manchester University Press.
9. Paul, M. (1990). Principles of Educational Administration. New York: Mc Graw Hill
10. Zirpoli, TJ. & Mellor, K.J. (1993) Behaviour Management: Application for Teachers and Parents. Toronto.: Maxwell McMillan.

PAPER – IV Option (ii)
EDUCATIONAL TECHNOLOGY-I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) define the educational technology and explain the various approaches
- ii) explain the different techniques and approaches in communication processes.
- iii) narrate the models of teaching and individualized learning.

COURSE CONTENT

UNIT-I

- 1.1 Educational Technology – Concept and Definition
- 1.2 Development of Instructional Technology
- 1.3 Trends in Educational Technology - Mass Instructional Technology and Technology of Instruction

UNIT-II

- 2.1 Approaches Hardware, Software, Cybernetics and Systems.
- 2.2 Role of Technology in Education and Special Education
- 2.3 Communication Process: Concept, Principles, Barriers and Channels of Communication through Mass Media in Education
- 2.4 Information Theory

UNIT-III

- 3.1 Flanders Interaction Analysis: Concept, Assumptions, Coding and Decoding Procedures.
- 3.2 Reciprocal Category System
- 3.3 Programmed Learning Model - Concept, Principles, Types and Developing Programmed Learning Package

UNIT-IV

4.1 Models of Teaching

- 4.1.1 Developmental Model
- 4.1.2 Concept Attainment Model
- 4.1.3 Advance Organizer Model
- 4.1.4 Non directive Learning Model

Assignment

Developing a programme learning package

Reference Books

1. Alberto, P.A. & Tontman, A.C.(1986). Applied Behaviour Analysis for Teachers. London : Merrill Publishing Co.
2. Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling
3. Dececco, J.P. (1964) Educational Technology, New York: HRW
4. Joyce, B. & Others (1992) Models of Teaching New York : Holt, Rinehart & Winston.
5. Mukhopadhyaya, M.(Ed.) Educational Technology year Book from 1988.
6. Rao. V. (1991) Educational Technology. Delhi : Himalayan Publishing House
7. Sompath, K. Etal (1990) Educational Technology. New Delhi: Sterling.
8. Sharma, R.A. (1983) Technology of Teaching Meerut, International.
9. Rao, U. (2001). Educational technology, 4th Revised Ed. Himalaya Publishing House.
10. Kishore, Nand (2003). Educational Technology. Abhishek Publications.
11. Sampath, K., Panneer, A. Seivam, & Santhanam, S. Introduction to Educational Technology. 3rd Ed. Sterling Publishers Pvt. Ltd.
12. Mehra, Vandana (1995). Educational Technology. S.S. Publishers: Delhi.
13. Juice, B. & Weil, M. (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd.
14. Vanaja, M. (2003). Educational Technology. Neelkamal Publishers.

PAPER –IV Opt (iii)
CURRICULUM DEVELOPMENT-I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) explain the concept and principles in curriculum development
- ii) apply curricular approaches in field of special education
- iii) enumerate the skills required to develop a need based curriculum in the field of special
- iv) education
- v) effectively use and evaluate assessment and programme technique for a given need based
- vi) curriculum
- vii) describe the recent trends, issues in curricular development in field of special education

COURSE CONTENT

UNIT-I

- 1.1 Definition and Scope of Curriculum
- 1.2 Bases of Curriculum - Philosophical, Sociological and Psychological
- 1.3 Principles of Curriculum Development
- 1.4 Types of curriculum: Knowledge Based, Activity Based, Skill Based and Experience Based

UNIT-II

- 2.1 Curricular Approaches in Special Education
 - 2.1.1 Developmental Approach
 - 2.1.2 Functional Approach

UNIT-III

- 3.1 Eclectic Approach - Needs Based
 - 3.1.1 Subject
 - 3.1.2 Activity
 - 3.1.3 Ecological
- 3.2 Core Curriculum
- 3.3 Collateral Curriculum

UNIT-IV

- 4.1 Assessment of Need with respect to Individual and Environment
- 4.2 Designing a Curriculum
 - 4.2.1 Situational Analysis
 - 4.2.2 Selection of Content and Method
- 4.3 Designing a Collaborative Curriculum
- 4.4 Validation and Implementation
- 4.5 Evaluation

Assignment

Curriculum appraisal and presentation

Reference Books

1. Goodland, J.(1979). Curriculum Enquiry the Study of Curriculum Practices. New York : McGraw Hill.
2. Hass, Glen(1991). Curriculum Planning. A New approach. Boston: Allyn Bacon.
3. Hooer, Richar(Ed.) (1971). Curriculum: Context, Design and Development. New York : Longmans.
4. Oliver, Albert (1977). Curriculum Improvement a Guide Principles and Processes. New York: Harper and Row.
5. Payne, ID.A.(1973). Curriculum Evaluation: Commentaries on Purpose Process and Product Boston: D.C. Health
6. Pratt D. (1980). Curriculum Design and Development. Harcourt, Brace and Jovanvich.
7. Tanner, D. end Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.

PAPER - V
IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL
RETARDATION-I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) explain the concept, etiology, and characteristics of mental retardation.
- ii) use appropriate instruments for assessment of mental retardation.
- iii) describe the emerging future needs of Persons with Mental Retardation

COURSE CONTENT

UNIT-I

- 1.1 Definition Historical Review, Prevalence of Mental Retardation.
- 1.2 Etiological Factors of Mental Retardation
 - 1.2.1 Biological and Environmental Factors
 - 1.2.2 Prenatal, Natal and Postnatal Causes

UNIT-II

- 2.1 Classification of Mental Retardation - Medical, Educational, Psychological Criteria for Classification, and Issues and Current Practices in Certification of Mental Retardation
- 2.2 Characteristics of Mental Retardation
- 2.3 Mental Retardation and Associated Conditions - Cerebral Palsy, Autism and Sensory Impairments.

UNIT-III

- 3.1 Introduction to Existing Screening, Identification and Assessment / Techniques Trends in the field of Mental Retardation.
- 3.2 Approaches and Types of Assessment
- 3.3 Methods and Tools of Assessment
 - 3.3.1 Screening Tools
 - 3.3.2 Early Identification
 - 3.3.3 Developmental Assessment Tools

UNIT-IV

4.1 Methods and Tools of Assessment

4.1.1 Intellectual - Various Standardized Assessment Tools: Binet - WISC - VSMS - DST and Indian Adaptations, Other Indian Tools.

4.1.2 Social, Behavioral, Language and Speech Assessment Tools.

4.1.3 Special Educational Use of Criterion Referenced Test (CRT), Construction, Precautions to be taken for Development Reference to Programming

4.2 Introduction to Existing Educational Assessment Tools

4.2.1 Upanayan (0 - 6years),

4.2.2 NIMH - Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems, NIMH-Functional Assessment Checklists for Programming (FACP), EATMeR (Education Assessment Tool for Children with Mental Retardation).

4.3 Critical Analysis

4.3.1 Critical analysis of Human Rights and Legal Provision

4.3.2 International Instruments

4.3.3 Indian Legislations and Policies

4.4 Advocacy

4.4.1. Citizen & self

Assignment

1. Identify the characteristics of Mental Retardation in a given case
2. Conduct Assessment on a child with MR

Reference Books

1. Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
2. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.
3. Mittler, P. (1976) Psychological Assessment of Mental and Physical Handicaps: London: Tavistock.
4. Overton, J. (1992) Assessment in Special Education. An Applied Approach. New York: Macmillan.
5. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas.
6. Pun, M. & Sen, A.K. (1989) Mentally Retarded Children in India. New Delhi. Mittal Publication.
7. Overton, Terry (2000). Assessment in Special Education: An Applied Approach, 3rd Ed. Merrill: Prentice Hall Inc.
8. Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon.
9. Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System, Chennai
10. Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, Secunderabad, NIMH.
11. Myreddi, V. & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
12. Wehman.P., & Kuegel.J. (2004). Functional Curriculum, Pro-Ed.

PAPER -VI
CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL
RETARDATION-I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- i) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this material, the student teachers will be able to:

- i) Explain the principles and approaches to curriculum development and instructional program.
- ii) Describe the various approaches for teaching students with mental retardation.
- iii) Develop and implement instructional programs effective for students with mental retardation.

COURSE CONTENT

UNIT-I

- 1.1 Principles of Curriculum Development
- 1.2 Approaches to Curriculum Development
- 1.3 Instructional Programming

UNIT-II

- 2.1 Curricular Adaptation, Accommodation and Modification
- 2.2 Curriculum Areas for Independent Living
- 2.3 Developmental Approaches
 - 2.3.1 Montessori
 - 2.3.2. Floortime
- 2.4 Multisensory Approach
 - 2.4.1 Fernald
 - 2.4.2 Orton and Gillingham
- 2.5 Behavioral Approach
 - 2.5.1 Applied Behavior Analysis (ABA)
 - 2.5.2 Discrete Trail Training

UNIT-III

- 3.1 Cognitive Approach
 - 3.1.1 Metacognitive Training
 - 3.1.2 Cognitive Behavior Management
- 3.2 Assistive Technology
- 3.3 Computer Assisted Instruction (CAI)
- 3.4 Alternative and Augmentative Communication

UNIT-IV

- 4.1 Individualized Education
- 4.2 Person Centered Plan
 - 4.2.1 Rationale
 - 4.2.2 Types
- 4.3 Collaborative Methods
 - 4.3.1 Peer Tutoring
 - 4.3.2 Co-operative Learning
 - 4.3.3 Team teaching

Assignment

1. Adapt of curriculum for a student with Mental Retardation.
2. Group discussion on Merits & Demerits of any two teaching approaches.
3. Preparation of Sex Education program for a group of students with Mental Retardation.

Reference Books

1. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
2. Das, J.P. and Baine, D. (1978) Mental Retardation for Special Educators. Springfield: Charles C. Thomas.
3. Kauffman, J.M. & Paynes, J.S. (1960) Mental Retardation: Introduction and Personal Perspectives. Columbus: Charles & Merrill
4. Kirk, S.A. & Gallagher, J.J. (1979) Educating Exceptional Children, Boston: Houghton & Mifflin.
5. Longone, J. (1990) Teaching Educable Mentally retarded Children. Boston: Allyn & Bacon.
6. Longone, J. (1990) Teaching Retarded Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon: Boston
7. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level. NIMH Secunderabad
8. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas Publishers
9. Peshwaria, R & Venkatesan, (1992) Behavioural retarded Children: A Manual for Teachers. NIMH Secunderabad.
10. Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey: Prentice Hall.
11. Remington, B. (Ed) (1991) The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach. John Wiley.
12. Smith, R. (1971) An Introduction to Mental Retardation. NY: McGraw-Hill
13. West, C.K. and others (1991) Instructional Design, Implications from Cognitive Science Eaglewood Cliffs: Prentice Hall.
14. Petersen, M.J. & Hattie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners. Allyn & Bacon.
15. Lewis, B.R. & Doorlag, H.D. Teaching Special students in General Education Classrooms (6th Ed.). Merrill Prentice Hall.
16. Mary, A. Falvey. Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co.
17. Kauffman, James M. Teaching Students with Learning and Behaviour Problems. Merrill Publishing Co.

**M.Ed. Special Education (MR)
IInd SEMESTER**

PAPER - 1
DEVELOPMENTS IN SPECIAL EDUCATION-II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) explain the policies and legislation at the national and international levels
- ii) enumerate the current needs, trends and issues related to education and special education
- iii) focus the present trends and future perspectives in education and special education.

UNIT-I

- 1.1 International Legislations for Special Education: UNESCAPE, UNCRPP
- 1.2 National Legislations: RCI, PWD, NTA, R to E Act, 2009

UNIT-II

- 2.1 National Policy on Education with reference to Program of Action 1992, SSA
- 2.2 Government Schemes and Provisions
- 2.3 Employment Agencies and Services

UNIT-III

- 3.1 Identification and Labeling
- 3.2 Cultural Diversity
- 3.3 Accountability
- 3.4 Advocacy
- 3.5 Attitudes and Awareness

UNIT-IV

- 4.1 Normalization, Deinstitutionalization Mainstreaming, Integration and Inclusion
- 4.2 Inclusive Education
- 4.3 Cross Disability Approach
- 4.4 Open Distance Learning System; Non Formal Education
- 4.5 Parent and Community Involvement

Assignment

1. Study the various Governmental schemes and provisions laid for each disability in your State and submit the report.
2. Critical observation of Resource Rooms / Special / Inclusive schools

Reference Books

1. Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
2. Deno, E. (1973). Instructional Alternatives for Exceptional Children. Reston V A E.F.
3. Evans, R.C. & MC Laughlin, P.3. (1993). Recent Advances in Special Education and Rehabilitation. Boston :Andover Medical Publishers
4. Evans, P&Verma, V. (Eds) (1990) Special Education. Past Present and Future. The Falmer Press.
5. Guilford, P. (1971). Special Education Needs. Routledge Kagan Paul
6. Hollahan, D and Kauffman, J.M. (1978). Exceptional Children: An Introduction to Special Education. Ni. Englewood Cliffs: Prentice Hall.
7. Panda, K.C. (1997). Education of Exceptional Children, New Delhi , Vikas Publishing House.
8. Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.
9. Stephens, T.M. Etal (1983). Teaching Mainstream Students. New York: John Wiley.
10. WHO (1976). International Classification of Procedures in Medicine. Geneva Vol. 1 & 2.
11. Dessent, T. (1987). Making the Ordinary School Special. The Falmer Press, London.
12. Friel, J. (1997). Children with special needs, Jessica Kingsley Publication, London
13. Brelje, W. (1999). Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
14. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi
15. Robert, F. & Juanne, M.H. (1995). Foundation of Education: The Challenge of Professional Practice. Allyn & Becon.
16. Dubbey, S.N. (2001). Education Scenario in India – 2001. Authors Press.

PAPER-II
ADVANCED EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT-II
Time: 3 Hours **Max. Marks: 100**
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- ii) explain the implications of various disabilities on teaching of learning situations and personality development
- iii) explain critically various teaching - learning processes
- iv) apply the psychological aspects on teaching - learning situations
- v) describe the strategies for enhancing self-esteem of disabled.

COURSE CONTENT

UNIT-I

- 1.1 Intelligence: Nature, Types and Assessment
- 1.2 Intelligence Theories: Spearman, Thurston, Cattell, Guilford and Gardner
- 1.3 Classical and Contemporary Learning Theories: Behavioral, Cognitive and Social

UNIT-II

- 2.1 Types of Thinking-Concept Formation, Problem Solving and Reasoning
- 2.2 Personality-
 - 2.2.1 Theories- i) Psychoanalytic- Freud & Neo-Freudians
ii) Humanistic
 - 2.2.2 Assessment of Personality

UNIT-III

- 3.1 Motivation: Meaning, Types and Theories- Achievement, Attribution and Cognitive Dissonance
- 3.2 Individual Differences in Cognitive and Affective areas and Educational Implications
- 3.3 Classroom Climate, Group Dynamics and Teacher Effectiveness

UNIT-IV

- 4.1 Peer Tutoring, Co-operative Learning and Self-Regulated Learning
- 4.2 Teacher Competencies and Effectiveness
- 4.3 Strategies for enhancing Self-Esteem of Disabled

Assignment

Students are required to conduct assignments on special children related to any two tools out of the following:

Tools

- 1. Case Study Method
- 2. Clinical Method
- 3. Moral Development Test
- 4. Sociometric Test

Reference Books

- 1. Bernard, H.W. (1972). Psychology of Learning and Teaching. New York: Mc Graw Hill
- 2. DeCecco, J.P. & Crawford, W (1977). Psychology of Learning and Instruction. New Delhi: Prentice Hall of India
- 3. Hurlick, E.B.(1992). Child Development. New York: Mc Grow Hill
- 4. Joyce, B. et.al (1992). Models of Teaching. New York: Holt Rinehart and Winston
- 5. Lindgren, H.C. (1976) Educational Psychology in the Classroom, New York : John Wiley
- 6. Mildred, C.RF. (1978). Infants, Children: Their Development and Learning. Mc Graw Hill, New York. (Indian Reprint).
- 7. Panda, K.C.(1997). Elements of Child Development. New Delhi: Kalyani Publishers
- 8. Chauhan, S.S. (1996). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
- 9. Sharma, P. (1995) Basics on Development and Growth of a Child, New Delhi: Reliance.
- 10. Wilson, A.R. Rockbeck, M.C. & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. New York: Mc Graw Hill.
- 11. Slavin, E.R. (2003). Educational Psychology: Theory and Practice, 7th Edition. Allyn & Becon.
- 12. Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon.

PAPER-III
RESEARCH METHODOLOGY AND STATISTICS – II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After completing the course, the students will be able to:

- i) explain the concept of Educational Research
- ii) develop competency to plan, execute and report research
- iii) develop inquisitive mind and spirit of inquiry
- iv) define a research problem
- v) formulate hypothesis
- vi) select sample
- vii) develop ability in computation of various statistical measures
- viii) explain various types of correlation and NPC

COURSE CONTENTS

UNIT – I

- 1.1 Tests: Criterion Referenced Test (CRT), Norm Referenced Test (NRT) and Teacher Made Tests (TMT).
- 1.2 Tools: Questionnaire, Rating Scale, Check-list, Score-Card.
- 1.3 Techniques: Interview, Observation.
- 1.4 Construction, Try out and Standardization.
- 1.5 Reliability and Validity.

UNIT – II

- 2.1 Descriptive Research.
- 2.2 Historical Research.
- 2.3 Experimental Research: Experimental Designs.
- 2.4 Qualitative Research: Concept and Scope.
- 2.5 Writing of Research Report.

UNIT – III

- 3.1 Standard Error, Confidence Limits.
- 3.2 Levels of Significance and Null Hypothesis.
- 3.3 Significance of Difference between Means: Z-Test & T-Test.
- 3.4 One Way ANOVA: Concept, Assumptions, Computation and Uses.
- 3.5 Bi-Serial, Point Bi-Serial and Phi-Coefficient

UNIT – IV

- 4.1 Chi-Square Test of Equality, Independence & Probability Basis: Concept, Computation and Uses.
- 4.2 Mann-Whitney Test: Concept, Computation and Uses.
- 4.3 Sign Test: Concept, Computation and Uses.
- 4.4 Computer Application in Data Analysis.

Assignment

Prepare two research proposals based on your specialization.

Reference Books

1. Aggarwal, Y. P. (1998), Statistical Methods, New Delhi: Sterling.
2. Best, John W. and Kahn, James V. (1995), Research in Education, Prentice Hall, New Delhi.
3. Burns, R. B. (1991), Introduction to research in Education, New Delhi: Prentice Hall.
4. Adward, Allen Literacy (1968), Experimental designs in Psychological Research, New York: Holt, Rinehart and Winston.
5. Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, New York: McGraw Hill.
6. Garrett, H. E. (1973), Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simon.
7. Good, C.V. and Douglas, E. Scats (1954), Methods in Social Research, New York: McGraw Hill.
8. Guilford, J.P. and Benjamin, Fruchter (1973), Fundamental Statistics in Psychology and Education, New York : McGraw Hill.
9. Gupta Rainu (2009), Introduction to Statistics (Purpose and Procedures), Doaba Hourse, Delhi.
10. Kerlinger, F. N. (1973), Foundation of Behavioural Research, New York: Holt, Rinehart and Winston.
11. Koul, Lokesh (1988), Methodology of Research, New Delhi: Vikas.
12. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Psychology and Education, New Delhi: Narola.
13. Mangal, S.K. (2002), Statistics in Psychology and Education, New Delhi: Prentice Hall of India.
14. Mouly, A. J. (1963), The Science of Educational Research, New Delhi: Eurasia.

15. Neuman, W.L. (1997), *An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches*, Boston: Allyn and Bacon.
16. Siegel, S. (1986), *Non-parametric Statistics*, New York: McGraw Hill.
17. Travers, R.M.W. (1978), *An introduction to Educational Research*, New York: Macmillan.
18. Van Dalen, D. B. (1992), *Understanding Educational Research*, New York: McGraw Hill.
19. Young, P.V. (1960), *Scientific Social Surveys and Research*, New York: Prentice Hall.

PAPER - IV Option (i)
MANAGEMENT IN SPECIAL EDUCATION-II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) enumerate the management system with reference to the special education
- ii) explain the process of management
- iii) describe the management information system
- iv) explain the process involved in human resource management
- vi) comprehend the financial aspect of management of an institution

COURSE CONTENT

UNIT-I

- 1.1 Database Concept
- 1.2 Database Management
- 1.3 Office Management
- 1.4 Physical Management

UNIT-II

- 2.1 Information Coding
- 2.2 Staff selection; Personnel Development
- 2.3 Performance appraisal systems; Motivation and Job Satisfaction

UNIT-III

- 3.1 Organizational Climate; Team Building
- 3.2 Meetings - Types, Group Dynamics
- 3.3 Management of Time, Conflict and Stress

UNIT-IV

- 4.1 Resource Mobilization and Allocation
- 4.2 Basic Accounting
- 4.3 Preparation of Budget

4.4 Role of Central and State Governments

4.5 Contribution of Local Authorities, NGOs and Parents' Organizations

Assignment

1. Observing a group and reporting on elements of group dynamics.
2. Identify a Special School and critically study the human resource and financial management and submit the report.

Reference Books

1. Das, R.C. (1991). Educational Technology. New Delhi: Sterling publishers
2. D.ES(1982). Handicapped Pupil and Special Schools, Regulations London: HMSO
3. Dahama O.P.and Bhatnagar, O.P.(1985). Education and Communication for Development. New Delhi: Oxford & IBH Co.
4. Evans, P. and Varma. V. (1990). Special Education: Past Present and Future.
5. The Falmer Press. London. Ch. 4 & 14 Govt. of India, Persons with Disability Act, 1995
6. Hills, P. (1986). Teaching and Learning as a Communication Process. London : Croom Helm.
7. Hussain, K.M. (19/8). Development of Information System for Education. New Jersey: Prentice Hall.
8. Kierman, C. Reid, B & Golbert, 3. (1987). Foundations of Communication and Language Course Manual. Manchester University Press.
9. Paul, M. (1990). Principles of Educational Administration. New York: Mc Graw Hill
10. Zirpoli, TJ. & Mellor, K.J. (1993) Behaviour Management: Application for Teachers and Parents. Toronto.: Maxwell McMillan.

PAPER – IV Option (ii)
EDUCATIONAL TECHNOLOGY-II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) Identify the use of computer packages in special education.
- ii) Comprehend the electronic systems and apply them in special education

COURSE CONTENT

UNIT-I

- 1.1 Hardware
- 1.2 Assistive Devices and Computer Aids
- 1.3 Use of Computer in: Educational Management, Library, Assessment and Evaluation of Persons with Disabilities, Assistive Devices and Computer Aids, Information Handling and Graphics

UNIT-II

- 2.1 Use of Computer Assisted Instructions in Tutorial, Self- study and Distance Learning
- 2.2 Use of Software for Individuals with Special Needs – Teaching and Remediation

UNIT-III

- 3.1 Teleconferencing
- 3.2 Interactive Video
- 3.3 Computer Conferencing

UNIT-IV

- 4.1 Multi-Media, Use of Internet
- 4.2 Applications of Educational Technologies for Pre-service and In-service Programmes
- 4.3 E-Learning- Concept, Characteristics and E-Resources

Assignment

Preparing Computer Assisted Instruction Programme

Reference Books

1. Alberto, P.A. & Tontman, A.C.(1986). Applied Behaviour Analysis for Teachers. London : Merrill Publishing Co.
2. Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling
3. Dececco, J.P. (1964) Educational Technology, New York: HRW
4. Joyce, B. & Others (1992) Models of Teaching New York : Holt, Rinehart & Winston.
5. Mukhopadhyaya, M.(Ed.) Educational Technology year Book from 1988.
6. Rao. V. (1991) Educational Technology. Delhi : Himalayan Publishing House
7. Sompath, K. Etal (1990) Educational Technology. New Delhi: Sterling.
8. Sharma, R.A. (1983) Technology of Teaching Meerut, International.
9. Rao, U. (2001). Educational technology, 4th Revised Ed. Himalaya Publishing House.
10. Kishore, Nand (2003). Educational Technology. Abhishek Publications.
11. Sampath, K., Panneer, A. Seivam, & Santhanam, S. Introduction to Educational Technology. 3rd Ed. Sterling Publishers Pvt. Ltd.
12. Mehra, Vandana (1995). Educational Technology. S.S. Publishers: Delhi.
13. Juice, B. & Weil, M. (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd.
14. Vanaja, M. (2003). Educational Technology. Neelkamal Publishers.

PAPER –IV Opt (iii)
CURRICULUM DEVELOPMENT-II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- i) Explain the concept and principles in curriculum development
- ii) Apply curricular approaches in field of special education
- iii) Enumerate the skills required to develop a need based curriculum in the field of special education
- iv) Effectively use and evaluate assessment and programme technique for a given need based curriculum
- v) Describe the recent trends, issues in curricular development in field of special education

COURSE CONTENT

UNIT-I

- 1.1 Different Models of Curriculum Development
 - 1.1.1 Administrative Model
 - 1.1.2 Grassroot Model
 - 1.1.3 Demonstration Model
 - 1.1.4 System Analysis Model

UNIT-II

- 2.1 Concept of School Readiness
- 2.2 Curricular Skills related to Cognitive Domain
- 2.3 Curricular Skills related to Conative Domain
- 2.4 Curricular Skills related to Affective Domain

UNIT-III

- 3.1 Core Curriculum, Collaborative Curriculum and Support Curriculum
- 3.2 Cognitive Processes
- 3.3 Self-Actualization
- 3.4 Social Reconstruction

UNIT-IV

4.1 Academic Rationalization

4.2 Curricular Trends

4.2.1 Life Long Learning

4.2.2 Environmental Education

4.2.3 Media and Technology

4.2.4 Futuristic Education

Assignment

Comparatively study the curricula at different levels (State Board / ICSE/ CBSE) and submit the report

Reference Books

1. Goodland, J.(1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill.
2. Hass, Glen(1991). Curriculum Planning. A New approach. Boston: Allyn Bacon.
3. Hooer, Richar(Ed.) (1971). Curriculum: Context, Design and Development. New York: Longmans.
4. Oliver, Albert (1977). Curriculum Improvement a Guide Principles and Processes. New York: Harper and Row.
5. Payne, ID.A.(1973). Curriculum Evaluation: Commentaries on Purpose Process and Product Boston: D.C. Health
6. Pratt D. (1980). Curriculum Design and Development. Harcourt, Brace and Jovanvich.
7. Tanner, D. end Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.

PAPER - V
IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL
RETARDATION-II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE : FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this paper, the student teachers will be able to:

- ii) describe the programming needs across different age levels of persons with mental retardation.
- iii) apply assessment information to develop intervention programs.

COURSE CONTENT
UNIT-I

- 1.1 Infancy and Early Childhood, Early Intervention (EI) & Family Involvement (NIMH - Family Based Program Plan).
- 1.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary Team collaboration and role of special education teacher
- 1.3 Transition and career development – ITP (Individualized Transition Plan).

UNIT-II

- 2.1 Vocational Development; Employment, Types; Emerging Job Opportunity Placement & Follow Ups.
- 2.2 Adulthood: Sexuality and Marriage, Recreation & Leisure, Community Support Services.

UNIT-III

- 3.1 Using Assessment Information - Medical, Special Educational, Therapeutic and Vocational, Physical and Perceptual
- 3.2 Interpreting Assessment Information to Develop Training Goals
- 3.3 Support Needs Assessment for Person Centered Planning

UNIT-IV

- 4.1 Writing of Assessment Report for Administrative Purpose, for Educational Programming, for Referral and Alternative Placement
- 4.2 Assessment Based Placement Alternatives: Referrals and Alternative Placements
- 4.3 Gender Issues
 - 4.3.1 Socio Cultural implications
 - 4.3.2 Economic implications
- 4.4 Advances in Technology: Computer Aids and Devices
- 4.5 Future Scenario

Assignment

- 1. Discussion on role of a Special Educator in intervention from Infancy to Adulthood
- 2. Presentation on Community Based services for MR

Reference Books

- 1. Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
- 2. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.
- 3. Mittler, P. (1976) Psychological Assessment of Mental and Physical Handicaps: London: Tavistock.
- 4. Overton, J. (1992) Assessment in Special Education. An Applied Approach. New York: Macmillan.
- 5. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas.
- 6. Pun, M. & Sen, A.K. (1989) Mentally Retarded Children in India. New Delhi. Mittal Publication.
- 7. Overton, Terry (2000). Assessment in Special Education: An Applied Approach, 3rd Ed. Merrill: Prentice Hall Inc.
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- 10. Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, Secunderabad, NIMH.
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- 12. Wehman.P., & Kuegel.J. (2004). Functional Curriculum, Pro-Ed.

PAPER -VI
CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH
MENTAL RETARDATION-II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

OBJECTIVES

After studying this material, the student teachers will be able to:

- i) Develop and implement instructional programs effective for students with mental retardation.
- ii) Describe the importance of therapies in intervention of mental retardation.
- iii) Comprehend the family and adulthood issues related with mental retardation

COURSE CONTENT
UNIT-I

- 1.1 Method of social Inclusion
 - 1.1.1 Social Skill Development
 - 1.1.2. Self Regulation
- 1.2 Community Living
 - 1.2.1 Sex Education
 - 1.2.2. Employment: (Open Employment, Supported Employment, Sheltered Employment, Home Based Employment).

UNIT-II

- 2.1 Therapeutic Interventions
 - 2.1.1 Physiotherapy
 - 2.1.2 Occupational Therapy
 - 2.1.3 Speech Therapy
- 2.2 Play, Art, Movement, Dance, Music and Drama Therapy
- 2.3 Yoga and Physical Education

UNIT-III

- 3.1 Independent living
 - 3.1.1 Within family
 - 3.1.2 Group Homes
 - 3.1.3 Institution
- 3.2 Guidance & Counselling

UNIT-IV

- 4.1 Parent Involvement – Training and Counseling
- 4.2 Sexuality and Marriage
- 4.3 Services for Adults in Urban and Rural Areas

Assignment

1. Presentation on role of therapeutics.
2. Survey for services for persons with Mental Retardation in defined communities.

Reference Books

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7. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level. NIMH Secunderabad
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10. Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey: Prentice Hall.
11. Remington, B. (Ed) (1991) The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach. John Wiley.
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14. Petersen, M.J. & Hattie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners. Allyn & Bacon.
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16. Mary, A. Falvey. Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co.
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